Teaching English as a Foreign Language with its Difficulties in Learning as a Second Language

Kavita Deric[1], Dr. Suresh Kumar[2]

[1]Research Scholar, Department of English, Bhagwant University, Ajmer, Rajasthan
[2] Associate Prof., Department of English, Bhagwant University, Ajmer, Rajasthan

ABSTRACT

English is the language brought by the British in our country. Although they left us, the English language is still with us as it has made its place globally. It has become necessary to learn such a language. Our primary aim is to research about the problem facing in teaching English in various regional areas where it teaches as a second language. Teaching and learning English as foreign language is difficult as it compares to the native language. Not everyone who comes to this country learns English rapidly or makes effective progress in English ability, and that lack of progress can have a negative effect on the quality of life of the immigrant and can be a barrier to success for the learner. The resulting social marginalization might be particularly frustrating for a woman learner, and she may feel increasingly marginalized from the culture she seeks to join. That frustration can compound the effects and causes of the perceived failure to progress. In turn, that sense of failure can lead to shame and embarrassment and further inhibit the learner's practical and natural acquisition of the new language, and thus, negatively affect her immigration and socialization experience. Difficulties in learning English as a second or foreign language In this research project, the author explored the experiences of an adult female immigrant in the United States and her difficulties in learning English as a second language (ESL) and the lack of it. Identification of several complex causes made expected progress. The research was completed through personal observation and interviews, giving the learner an opportunity to tell his or her story in event related studies. Foreign language (FL) learners and learners are struggling with significant difficulties. The findings showed that learners, whose first and second language was non-descript, were never taught the sound / letter rule system of English, and this fundamental deficit played a significant role in their poor classroom attendance, learning English and Provided motivation to practice. And in the end, his progress is lacking. The implications included the need for basic voice / letter training to be implemented in basic ESL programs, especially for non-linguistic first language learners.

Keyword: - *Problem, Country, Quality, Socialization, Ability, Teaching, Learner etc*

The ability to communicate effectively in English is essential for migrants in the United States as they learn to function and communicate in unfamiliar culture and language. However, some immigrants may find it very difficult to learn and use English, and they may show little progress over time. While it is unlikely that every learner of English as a Second Language (ESL) has the luxury of learning in ideal and correct learning situations, immigrant ESL learners are still able to achieve high levels of English proficiency and they Must be able to make at least minor progress. Not everyone who comes to this country learns English fast or makes effective progress in English ability, and that lack of progress can negatively impact the quality of life of the immigrant and hinder success for the learner. Can be made. The resulting social marginalization can be particularly frustrating for the female learner, and she may feel marginalized by the culture she wants to engage with. This frustration may complicate the effects and perceived causes of progress. In turn, the feeling of failure can lead to shame and embarrassment and this can disrupt the learner's practical and natural acquisition of the new language, and thus, negatively affect his or her experience of immigration and socialization. However, a learner who experiences difficulty and slow progress may not be aware of the reasons or problems behind the lack of progress or how to solve them. Instructors and directors of ESL programs may be ignorant of the reasons or proposals for difficulties a learner experiences. It is important that ESL instructors and program directors help adult learners, who do not make the expected progress, to determine the most likely reasons for their prognosis and make recommendations, and if necessary, remove barriers to learning Implement housing to help do.

1. ESL TEACHING

The author explored and described one U.S. immigrant woman's English learning experience from her perspective by way of interviews and observation. In this way, the learner was able to express her experience and the effects of her difficulties. The collected data are authentic and valid as it provided the genuine experience of one learner. The contribution and relevance of the findings to the field demonstrate the weight of her true experience and the flavor of her true expression. It is hoped that others like her will benefit from the telling of her story and that ESL teaching methodology will grow from it as well. This author provided recommendations to ESL instructors and program directors to help learners in similar situations, such as remedial training in phonemic coding to help rebuild the learning foundation in order to help the learner make new progress where progress had been painfully slow. If that remedial training is effective, the practice can be encouraged in the field for students with similar problems. Are you the first person to go mano-in-mano with an ESL student Wonder how to make one-on-one lessons as possible? Okay, we should just have a great formula for one-on-one ESL lesson success. Each class and each student is different, so there is no single trick that will help you teach everyone.

But we have started to see a pattern. Many ESL teachers are not fully prepared for the variations that come with adopting one-on-one lessons. When you are used to classrooms or group lessons, it can be challenging to find the appropriate structure, content, and overall teacher-student dynamic. The one-to-one lessons are not quite as cut and dried as you expected. This is where this guide will work.

2. SLA AND THE ADULT ESL LEARNER

Second language learning can be influenced by a variety of individual differences: (a) personality, attitudes, and motivation (Ellis, 1997; (b) language interest (Ellis, 1997; Carroll, 1985, cited in Downey & Snyder); (c) Anxiety (von Verde, 1998; Horwitz, Horwitz, & Cope, 1986, as cited in Downey & Snyder); and (d) social and psychological issues (Burling, 1981, cited in Downey & Snyder). As it is known Is that adult learners bring a wealth of life and educational experience into the classroom (Knowles, 1980, as cited in Mariam & Caffarella, 1999), even though this may be an assumption, it follows that these learners Can also bring complexities. Psychology and multilevel personality, to new language learning, both in the classroom and in natural environments. Personality can influence the extent to which the learner participates in learning and practicing the target language (Ellis, 1997). And can profoundly affect social aspects of learning and practice. For example, since language is a social phenomenon, anxiety and risk Fear can severely disrupt a learner from the very important social elements of language learning and practice (Crookall & Oxford, 1991, cited in von Verde, 1998). Combined frustration, that is, expecting to be able to progress with a lack of expected progress, can have a negative impact on the quality of life of the immigrant ESL learner. The result can be an obstacle for the learner in the way of success, and the learner can easily feel marginalized from the culture with which he / she wants to connect. Such social marginalization and the lack of opportunities for natural language practice can be especially frustrating for a woman (Burton, 1993; Nykos, 1990; Hart & Cumming, 1997; cited in Wang, 1999) and that frustration Effect and compound can form. Due to the perceived failure of progress. The feeling of failure can lead to shame and embarrassment and further inhibit the practical and natural acquisition of new language. The successful learner needs more than what is inside him; It requires the willing participation of another person (cited in Wang of 1995, Pearce).

3. ROLE OF THE FIRST LANGUAGE

There are a wide variety of challenges that face the second language learner, even in the best of learning situations. The most basic of these is first language interference or negative transfer, the psycholinguistic tendency to rely on familiar forms of expression when the intent is to develop a new form, that of the second language. Therefore, if a learner experiences relatively high difficulty in learning ESL, this difficulty is likely due to weaknesses in the learner's native language learning experience. If a learner's first language learning experience is incomplete, in that, it did not include the development of some or many of the skills necessary for effective language learning, it follows that the learner will have difficulty in learning a second or foreign language since the necessary skills are undeveloped or underdeveloped. These types of difficulties can be especially pronounced if the tools necessary for the learning of the second or FL are not necessary or do not exist in the learning of the first language. Learning English as a second language poses specific challenges for students whose first language bears little similarity to English in sound, appearance, and phonological/orthographic structure, and these learners might be at a disadvantage in their study of ESL. Since second language learning skills are closely related to the skills used in learning the first language, learners whose first language learning skills do not match those which would be useful in ESL learning can be expected to experience relative difficulty in learning English. More specifically, ESL learners whose first language is not alphabetical and who did not learn their first language in an alphabetically coded manner will have particular difficulty in learning English.

In non-English speaking countries particularly, this situation necessitates a reconsideration of teachers' competencies and the introduction of professional development opportunities as a way of increasing the effectiveness of English language teaching and learning. Egypt is one such country where the improvement of English language teaching is undertaken as an integral part of its reform and development plans. As in the case of other countries undergoing improvement initiatives in English language teaching, such as Japan improvement in this area entails introducing and training teachers in Western methods, namely communicative language teaching (CLT) or as it is also called in the Egyptian context student-centered approaches (Ginsburg, 2010). The present work examines how teachers perceive and actually respond to this wave of change in education, how they interact with various change initiatives, and what inspires them to change or make them resist.

4. THE ROLE OF ENGLISH IN EGYPT'S MODERNIZATION

The link between knowledge of English and success in the changing Egyptian environment and in the global economic community has resulted in a growing demand for English language proficiency among individuals, sufficient enough to meet the new societal and global market needs. Increasing English proficiency among Egyptian citizens has been a major objective for policy makers, educators, economists, as well as parents of school children and individual learners. This situation positions the improvement of English language teaching in Egypt as another 'pillar' essential for achieving the goals of national development. Over the past three decades, considerable resources, both human and monetary, have been put forth as part of the reform efforts to increase English proficiency. English is now introduced in elementary school (in Grade 4 in Arabic programs, Grade1 in public language school and starting in Kindergarten in the private sector), communicative language teaching (CLT) approaches are promoted, the language curriculum and the professional competency of the teaching force within the basic education system nation-wide have been upgraded.

5. HINDRANCES AND BARRIERS

However, the differences, difficulties, and other barriers to learning ESL in the literature arise in the context of learning disabilities (LD), and more specifically, language learning disabilities (LLD), which are addressed later in this review. Will be done. The effects of lack of progress can be significant and there may be a number of reasons for lack of progress outside of the possible presence of LD. According to Schwarz and Terrill (2000), other reasons for the lack of expected progress include, 1. Limited academic skills in the native language due to limited previous education; 2. Lack of effective study habits; 3. Interference with the learner's native language, especially if the learner is used for the non-Roman alphabet; 4. Mismatch between learner expectations about instructor teaching style and classroom operations; 5. Stress or trauma that refugees or other migrants have experienced, which can lead to symptoms such as concentration and memory dysfunction; 6. Social age related factors such as age, physical health, social identity; 7. External problems with work, health and family; 8. Sporadic classroom attendance, and 9. Lack of practice outside the classroom. (Pp. 3-4) If either of these can cause a lack of progress, it becomes clear that many of these problems may overlap and a combination of them can lead to some failure. For example, external challenges related to family, work, and social identity may combine to limit a learner's classroom presence and opportunities for outside practice; Or, if a learner has poor or limited learning skills that never had a chance to develop, he / she may never lack effective learning habits by virtue of never learning.

6. SCHOOL SYSTEMS

It consists of three main levels: a primary stage of 6 years (Grades 1-6), followed by preparatory for three years (Grades 7 to 9), then the secondary stage for 3 years. Secondary school programs (high school) consist of five tracks: the 'general secondary', two technical and two vocational secondary programs. The secondary schools involved in this study are general secondary programs that offer all the regular academic subjects. General secondary education is considered more prestigious than technical education as entry into general programs requires higher scores on achievement tests taken during the preparatory stage (Grades 8 and 9). During the second year of this stage, and based on students' scores in standardized achievement tests, students may proceed into one of three academic streams: humanities; sciences; or mathematics. Successful completion of the third stage (passing three end-of-year national standardized exams) leads to the General Certificate of Secondary Education which is a basic requirement for admission to academic departments at state/national universities. The system also includes two years of Kindergarten for children 4 to 6 years old. However, this pre-schooling is optional and not considered s part of basic education. For the visually impaired, deaf or children with disabilities, there are several government established vocational preparatory schools that care for this segment of student population. Education is compulsory only to Grade 9. The school year is approximately 9 months long (38 weeks) with the average number of classes/periods per week being 35 with duration of 45 minutes each. The education system in Egypt is centralized and all schools must follow this general structure which is determined by the government through its Ministry of Education (MOE). Under this general structure for basic education, both public and private sectors co-exist in Egypt providing different options of school programs.

7. ADULT DISADVANTAGE

Since it is known that adults tend to bring a fear of failure and embarrassment to the classroom and learning, it should come as no surprise that many adult ESL learners struggle with the fear of the social shame of speaking poorly or incorrectly (Peirce, 1995, as cited in Ellis, 1997) and might often, even in the classroom, avoid speaking and opportunities for practice unless they are critically motivated to participate in the communicative activity. Another quality of adult learners that bears qualification is cognitive ability. While adults require a slower instructional pace than children (Schaie & Willis, 1978, as cited in Lueers, 1983), this is because of a slowing in information processing capability which is likely related to depth of processing. In a 25 year longitudinal study, Schaie (1982, as cited in Lueers, 1983) established that there was no significant decline in performance over time of a number of different mental abilities. As for the popular belief that adults are at a relative disadvantage to children in second language or ESL study, there is support for both the positive and the negative viewpoints. However, the theory of a critical or sensitive period for optimal acquisition of a second language, as put forth by Johnson and Newport (1989, as cited in Bialystok 1997; Wang 1999), was effectively refuted by both Bialystok and Wang. The critical period theory might be more accurately defined as a belief that has become a generally accepted assumption; that children are more successful than adults in learning a second language and that the children are better second language learners due to a critical period of language learning. This belief was proven false by Bialystok and Wang (1998, as cited in Wang). Both researchers confirmed that any advantage that might be enjoyed by younger L2 learners has more to do with the immigrant learner's age of arrival, the nature of the learner's mother language or dominant language, and the time spent in learning the target language. Colombo (1982, as quoted in Bialystok, 1997) pointed out, "a problem frequently encountered in the critical period literature is the lax specification of what biobehavioral pattern, or portion thereof, is affected by the critical stimulation. Bialystok countered the popularly accepted belief with the hypothesis and conducted two studies to prove that, language learners will find it difficult to master a structure that was not a defining feature of the first language and relatively easy to master a structure shared across the two languages. These differences may be exacerbated for older learners, but there should be no age differences in the ability to learn structures that are shared across the two languages. While it may appear that children are more successful language learners than adults, the two Bialystok studies have helped to establish that it is not because of a critical period or maturational limits but because of stylistic differences in learning at different stages in life. Bialystok showed that age differences in second language acquisition ability to be inconsistent and sometimes to the advantage of older learners.

8. FL LEARNING DIFFICULTIES EXAMINED

Two associate-researchers, in particular, Ganshaw and Sparks, have demonstrated a relationship between phenological / orthographic or phonemic coding and FL learning difficulty. In their review of nearly two dozen studies, mostly from their own previous research, Ganscho, Sparks and Jevsky (1998) examined: (a) basic language skills and FLT difference differences, (b) FL grades, (c) Students' self-perceptions (D) teachers' perceptions, and (E) parents' perceptions of FL education, (F) FL proficiency, and (G) factors to determine the relationship between basic language skills and FL aptitude Analyzes. Findings from Gansko et al. (1998) study supported the belief that students who showed FL learning problems also demonstrated differences in native language learning, which affected their learning of a foreign language, and that a language skill such as That problems with both phonology / orthography are likely to be negatively affected. Native language and fl. In addition, they hypothesized that good FL learners have basic oral and written language skills and FL aptitude (eg, Modern Language Aptitude Test [MLAT], measured by Carroll & Sapon, 1959, as cited in Goschov et al. is). And that most FL underachievers will have the most difficulty with the phonological / orthographic aspects of FL learning (Ganso et al., 1998). Gunscho et al. (1998) analysis included different types of FL learners. Participants in the study on native language skills and FL aptitude differences included high school students, including: (a) a first-year high school FL learner (Sparks et al., 1992a, as cited in Ganschow et al. Has been done); (B) students with and without LD who were enrolled in FA courses (Sparks, et al., 1992b, as cited in Ganshaw et al.); And (c) later students (Gansko et al., 1991, cited in Gansko et al.). In addition, studies on students, 'teachers,' and parents' perceptions cited 373 college students (Ganschow and Sparks, 1991, as Gunscho et al.). A study on anxiety and FL learning included 36 college FL learners (Gansko et al., 1994, as cited in Gansko et al.), And 154 postsecondary students (Ganschow and Sparks, 1996, as Ganschow et al. Was quoted in.) Is of. Two studies of foreign language proficiency included the same two groups of 60 and 36 high school students who were completing their second-year FL study (Sparks et al., 1997, as cited in Ganshaw et al.) . Three factor analysis studies include: (a) with 80 high and low-risk FL learners, and students with identified LD (as Ganschow, Sparks, Patton, & Jevsky, 1992, Ganschow et al.), (B) as one with. 154 ninth and tenth grade women and 100 co-eds cited as ninth grade students (Sparks et al., 1995, Gunscho et al.); And (c) another with 96 students (Sparks and Ganshaw, in press, cited in Ganschow al. Al.).

9. RESULT DISCUSSION

The primary goal of this case study was to examine and describe the experience of an immigrant single-Chinese woman in the United States to uncover the reasons or reasons for her limited progress in English language ability. This author wanted to explore the experiences and impressions of this learner in the hope that a descriptive narration of his story could help him understand the needs of the learners and help adult teachers and teachers of English in second language (ESL). Can guide in the form. A better response to the needs of similarly challenged learners. It was the author's intention that telling the participant's story in their own words more and more would add depth and texture to the case study and inspire greater understanding from the reader for the participant and his or her experience.

More than youth alone, first language acquisition experience and favorable (e.g., social, educational, experiential) conditions contribute to successful second language acquisition.

While teaching English, the teacher should employ different methods of teaching English to the students. The teacher can also use the language laboratory. Using appropriate method to teach various subjects will increase the effectiveness of teaching. Some of the methods of teaching English are as follows:

1. The grammar translation method. 2. The direct method. 3. The series method. 4. Variation of direct method. 5. The oral approach/situational language teaching. 6. Audio lingual method. 7. Communicative language teaching. 8. Directed practice. 9. Learning by teaching.

Researcher: What are the reasons for this? Learner: I'm lazy.

Researcher: Are you too busy taking care of other commitments or activities?

Learner: In summer. . . I like to go to Taiwan, go back to Taiwan.

Researcher: How often do you visit Taiwan? Learner: Yes.

Researcher: How often? Learner: Every year.

Researcher: How long? Learner: Two months.

Researcher: Everything is 2 months. . . 2 month English class, 2 month trip?

Learner: This is my life.

Researcher: Do you have a specific English name? Learner: No.

Researcher: Do you study outside the classroom? Learner: No.

Researcher: Do you do English homework outside the classroom? Learner: No.

Researcher: Do you have many English language practice opportunities?

Learner: No, not really.

Researcher: Tell me about yourself.

Learner: The first time I call Home Depot, not "Home Depot", I call "Home People". Researcher: Why did you say it? Learner: I don't know because I don't know English at that time. So for me it is "home people".

Researcher: What do you mean by body language? Are you pointing

Learner: Yes, pointing or showing something. . . like him.

Researcher: Are you afraid of making mistakes in English?

Learner: Yes, everywhere.

Researcher: Tell me more about it. How does it affect you?

Learner: Well, if I'm going to store and buy something, but I can't speak right and they don't know what it is. Ok, how about nickel? Okay, I buy jewelry. But I can't say "nickel" so they say "What's that?" Researcher: You're pointing to your neck, do you mean "necklace"?

Learner: Yes, but I speak wrong, but I use my body language (pointing at the neckline). "I want this" and they show me, how about this? Researcher: So you are very good at solving some of those problems, but you are not satisfied with your English ability, and you do not like to make mistakes?

Learner: So, if, for me, if not true English, I cannot say. . . I just stop.

10. COCLUSION

The author explored and described an American immigrant woman's English learning experience from her perspective through interviews and observations. In this way, the learner was able to express his experience and the effects of his difficulties. The data collected is authentic and valid as it has provided a real experience to a learner. The contribution and relevance of the findings in the field reflects the weight of her actual experience and the taste of her actual expression. It is hoped that others like her will benefit from telling her story and that the ESL teaching method will grow even further. This author provided recommendations to ESL instructors and program directors to help learners in similar situations, such as remedial training in learner coding to help re-build the foundation of learning where to progress. It was slow. If this remedial training is effective, practice may be encouraged for students with similar problems in this area.

The main drawback to learning is the large number of students in classrooms in which the teacher fails to focus on the slow learners. The number of students in the class should be limited so that the teacher can give personal attention. Language classes have to be made interesting. It is in the teacher's hands to make them interesting.

Lack of motivation from learners is another reason for not paying much attention to language. Only the intention to pass the exam should be erased and effective teaching should be done with the help of teachers teaching the language. It is in the hands of the teacher to teach the students the English language effectively. The section of the students is the main one where they have to feel free to correct their mistakes and make learning successful. Learning another language is not easy. Learning English as a second language is even easier because it is not an official language in our country. The paper is an attempt to bring out the major difficulties that our students face while learning English. It also suggests remedies for the above obstacles and problems. The paper focuses on how to teach in English classrooms and the learning environment. This basic weakness, in turn, affects his class attendance, motivation to learn and practice English, social interaction and ultimately his lack of progress in the target language. The question of the existence of LLDs remained unanswered and more questions arose around the availability and justification of screening and diagnosis. This author hopes that depth and texture can be added to the story of this learner, and improvements for marginalized ESL programs, instructors, and learners, and to introduce basic phonics to interested ESL instructors and program directors. / Will consider the need for theoretical training. Basic ESL programs, especially for non-linguistics first language learners. This basic weakness, in turn, affects his class attendance, motivation to learn and practice English, social interaction and ultimately his lack of progress in the target language. The question of the existence of LLDs remained unanswered and more questions arose around the availability and justification of screening and diagnosis. This author hopes that depth and texture can be added to the story of this learner, and improvements for marginalized ESL programs, instructors, and learners, and to introduce basic phonics to interested ESL instructors and program directors. / Will consider the need for theoretical training. Basic ESL programs, especially for non-linguistics first language learners.

11. Suggestions for further research

More research is needed, with a focus on funding, ESL marginality, and practice, particularly at the time of increased discussion on immigration in India, as well as a companion study to follow regarding explicit teaching to this participant Ideally in a classroom environment of a stable, structured, purpose-oriented program, the effectiveness of teaching phonologic / orthographic rule systems would benefit interested parties.

12. REFERENCES

[1].   Almanza, D., Singleton, K., & Terrill, L. (1996). Learning disabilities in adult ESL: Case studies and directions. The year in review, 5(1995-1996): Reports of research conducted by adult education practitioner-researchers in Virginia, 1-6. Retrieved October 8, 2005, from ERIC database. (ERIC Document Reproduction Service No. ED 442 311)

[2].   Barer-Stein, T. (1985). Participation in crosscultural settings: A theory of learning as a process of experiencing difference. Retrieved August 7, 2005, from ERIC database. (ERIC Document Reproduction Service No. ED 263 397)

[3].   Bialystok, E. (1997). The structure of age: In search of barriers to second language acquisition. Second Language Research, 13(2), 116-137. Retrieved December 25, 2005, from ERIC database.

[4].   Burt, M., & Peyton, J. (2003). Reading and adult language learners: The role of the first language. Retrieved July 8, 2005, from ERIC database. (ERIC Document Reproduction Service No. ED 482 586)

[5].   Christison, M., & Kennedy, D. (1999). Multiple intelligences: Theory and practice in adult ESL. Center for Adult Language Acquisition. Retrieved May 7, 2005, from http://www.cal.org/caela/digests/MI.htm Available at http://www.cal.org /caela/esl_resources/collections/ld.html

[6].   Comstock, R., & Kamara, C. (2003). Adult language/learning disability: Issues and resources. Retrieved July 8, 2005, from ERIC database. (ERIC Document Reproduction Service No. ED 482 311)

[7].   Curzon, J. (2005). Mind the gap: Existential views of language. Existential Analysis, 16(1), 100-112.

[8].   Downey, D., & Snyder, L. (2000). College students with LLD: The phonological core as risk for failure in foreign language classes. Topics in Language Disorders, 21(1), 82-92.

[9].   Elbaz-Luwisch, F. (2004). Immigrant teachers: Stories of self and place. International Journal of Qualitative Studies in Education, 17(3), 387-414.